November 9--27

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| **Title**: Introduction to Lit Circles with *Hamlet* |
| **Days:** Monday-Tuesday |
| **Materials:** Literature Circle Role Sheets |
| **Objective(s):**  1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.  2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.  3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.  4. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies. |
| **Activities:**  1) Explain what the roles in a Literature Circle are. -Discussion Director - Write 5 questions that your group might want to discuss about this scene. -Literary Luminary - Choose 5 lines that you found interesting, puzzling, important, or funny. Include reasons for picking these lines. -Connector - Make connections in what you have read with things that have happened your own life, in school, in other things you have read, etc. -Summarizer - Write a short scene summary detailing the important events of the scene.  2) Have students take 10 minutes to do the roles in class, then place students in Lit Circles (pre-organized based on working compatibility), and spend 15 minutes in their Literature Circles. (  3) Re-convene as class. -What did your groups discuss? -Discussion Directors, what questions did you ask? -Literary Luminaries, which lines did you choose? -Connectors, what connections did you make? -Summarizers, how did you summarize the scene? |
| **Homework:**  Read I. II and do Lit Circle Role |
| **Assessment:**  Formative-Teacher Observation |

English Language Arts Grade 12 Unit: Hamlet Period Length: 60 minutes

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| **Title**: Continue with Lit Circles with *Hamlet* |
| **Days:** Wednesday-Friday |
| **Objective(s):**  1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.  2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.  3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.  4. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies. |
| **Activities:**  1) Continue with Literature Circle as usual  2) Last 20 minutes of class set aside for Hot Seat game: -Students volunteer to be one of the characters (Hamlet, Ophelia, Polonius, Laertes for this day) -other students interview the students put on the Hot Seat about what they (the character) are feeling or thinking about events in the play.  Extra time - Continue with whole class discussion of text. |
| **Homework:**  Read I. V and do Lit Circle Role |
| **Assessment:**  Formative-Teacher Observation |

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| **Title**: Acting |
| **Days:** Monday-Wednesday |
| **Objective(s):**  1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.  2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.  3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.  4. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies. |
| **Activities:**   1) Explain idea to students: students will be acting out this scene (III.II, 90-270), with some students reading the parts and some students acting the parts through mime. Today’s class we will talk about the mime and the voice parts, and tomorrow we will do the acting parts. (2 minutes)  2) Mini lesson on Mime: -acting as if real, while not saying a word. -Teach 4 points & practice with students: Slap/form (showing the shape of an object), Click (definition), Faithfulness to object (not changing shape or having it disappear), and Release (letting audience know it is gone). -Practice with class, doing the “can of coke”, “the wall”, and the guessing game. (  3) Mini lesson on Voice: - Face warm up - Breathing from diaphragm - Vocal warm up (aaaa, + nananana, wawawawa, etc.) - Over-enunciation - Reader’s Theatre: Reading with emotion, tone, stress. “Miss Milne is not the best actor in the class” - how many ways can you say this line? How does the meaning change when you say it in those ways? What does it say about the speaker? Character tone: happy, content, excited, sad, angry, harsh, abrupt, airy, giggly/romantic, aloof. Discuss: How might Claudius sound for this line? (From III. II) (25 minutes) |
| **Homework:** Research something about Shakespeare, the Renaissance, Theatre, or Hamlet to bring to class next day. |
| **Assessment:**  Formative-Teacher Observation |

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| **Title**: Acting |
| **Days:** Thursday-Friday |
| **Objective(s):**  1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.  2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.  3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.  4. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies. |
| **Materials:**  Props (crowns, “ear-poison”) |
| **Activities:**  1) “Yesterday I asked you all to do a bit of research on something related to our text: Shakespeare, theatre, the play itself, or the Renaissance. Now I am going to ask you to share what you have learned, and for everyone to just take a few notes about what is said. Let’s start with the Renaissance. Who did research on the Renaissance?” Students raise hands, tell what they have learned. Notes written on board. Move on to “Shakespeare”, “theatre”, “Hamlet”.  2) “Now we will be moving on to the acting part of this class. Last class we did some practice with mime and voice; now I need some volunteers for parts.” Speakers: 11 Actors: 10  (5 minutes)  3) Start performance from III.II, 90-270. Remind students that this is just a classroom, not the stage, so mistakes are not something to worry about. Have fun with this! |
| **Homework:**  Read III. III and do Lit Circle Role |
| **Assessment:**  Formative-Teacher Observation |

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| **Title**: Acting |
| **Days:** Monday-Tuesday |
| **Objective(s):**  1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.  2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.  3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.  4. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies. |
| **Materials:**  Props ( crowns, wine glass/cups) |
| **Activities:**  1) Ask students to volunteer to be readers or actors. Speaking: 6 Acting: 6  2) Act scene (V. II. 225-360) |
| **Homework:**  Full Journal for Friday’s (lesson 25) class. |
| **Assessment:**  Formative-Teacher Observation |

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| **Title**: Discussion |
| **Days:** Wednesday |
| **Objective(s):**  1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.  2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.  3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.  4. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies. |
| **Materials:**  Every student should have their text; SMARTboard with Discussion questions. |
| **Activities:**  1) Discuss Hamlet as a whole text: “We have finished reading Hamlet, we have acted out some scenes, we have learned a bit about the Renaissance, theatre, and Shakespeare. What do you think about Hamlet as a whole?”  Ask students to discuss in literature circles and cite references from the text: - Was this a Tragedy or Revenge Tragedy? - Themes - revenge, uncertainty, fear(  - Was Hamlet mad, or acting? (8 minutes) - Did Hamlet have a tragic flaw, or was it more of a tragedy of circumstance? (8 minutes) - Why did Ophelia go mad? Did she commit suicide, or simply fall into the water in her madness?  Re-join as class after each question to see what answers students came up with.  LESSON EXTENSION: If there is a point or two where certain groups are opposed (half the class says yes to tragic flaw and half the class says no), hold a debate in next class. Ask students to write down their arguments in a logical and formal fashion, citing references from the text. Anticipate other side’s argument and address those points in first debate. |
| **Homework:**  Journals due next day. |
| **Assessment:**  Formative-Teacher Observation |

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| **Title**: *Hamlet* Exam |
| **Days:** Friday |
| **Objective(s):**  The students will take the final exam. |
| **Materials:**  Exams |
| **Activities:**  Exam |
| **Homework:**  None |
| **Assessment:**  Summative-Exam |